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ABSTRACT

Service centers in Illinois and teacher centers funded by the federal government are compared with regard to structure, function, clientele, and success criteria. The paper utilizes comparative analysis of documents that conceptualize service centers and teacher centers; logical analysis deals with the constraints imposed upon center concepts by the guidelines for proposals which were used as the source of data for the comparison. Conclusions are drawn as to the manner and scope of operation of the center, including their activities and delivery systems. The author concludes that the Illinois Area Service Center endeavor provides a baseline experience for propsective teacher centers. (Author/HMD)

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AREA SERVICE CENTERS -- TEACHER CENTERS: A CONCEPTUAL COMPARISON

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AREA SERVICE CENTERS -- TEACHER CENTERS:
A CONCEPTUAL COMPARISON

In Illinois, the burden of providing inservice experiences for teachers has been carried for the most part by individual school districts. Although state regulations provide a minimum of two "institute days" to be allocated to inservice each academic year, there is little direction as to what and how those days are to be organized. In addition, there is no further obligation on the part of the school district to provide additional experiences.

In this setting, agencies providing some constant approach to the inservicing of teachers may be expected to have an identifiable impact on the nature of change in the classrooms of teachers availing themselves of their offerings. One portion of the Illinois Gifted Program, the area service centers, has provided a variety of offerings to teachers in Illinois since 1971. According to a survey conducted in the spring of 1973, the area service centers have had an impact on teacher behavior in classrooms in Illinois.

An addition, a review of the results of independent evaluations of area service centers from 1972, indicated that the impact of the area service centers were compatible with some of the suggested directions for education in Illinois by the Action Goals for the Seventies established by the Superintendent of Public Instruction subsequent to public hearings held throughout the state (Program Assessment and Evaluation, 1973). A second study (Wise, et al, 1974) reviewed the narrative responses to the 1973 survey stimulus, "If you have made a change as a result of

your contact with a Gifted Area Service Center, please describe what kind of area service center activity served as a catalyst, the nature of the change, and its effect", in respect to elements of the Action Goals. This study indicates that the area service centers provided inservice relative to at least four of the Action Goals and dealing with changes in attitude, methods, and curriculum. The scale of change ranged from adoption of specific activities to large scale classroom change in method and structure.

The intent of inservice training is, at the least, to modify in some way, the current manner of operation of a teacher. It is hoped that the change is an "improvement", but in most cases, no empirical data is available to validate that hope. More extreme intents of inservice training involve conversion of teachers to totally different manners of operation. The reality of most inservice is that it is offered as a commodity for a teacher to buy or reject. In such a state of affairs, the expenditure of energy to yield any change is enormous. The energy deficit is easily recognizable.

Interest in effective models of proffering inservice has recently focused on teachers' centers (Bailey, 1971). Yet, it is quite possible that neither teachers' centers nor the area service center concept in Illinois are the ultimate inservice agent. What may occur is not within our ken, yet examination of existing institutions may be precedent to effective inservice agents in the future.

In this vein, area service centers and teachers' centers are here compared. Area service center proposals, teachers' center proposals under Title III, a variety of current literature reflecting domestic and English experience, and miscellaneous teachers' center distributions from these settings were surveyed.

Structures: The Bones on Which Flesh Takes Form

The area service center emerged as an institutional part of the Illinois Gifted Program in the 1971-1972 school year based on a "social interaction" change model which sees change as a result of the controlling variables that determine a would-be adopter's everyday world in his home district. The area service centers have had regional responsibilities to work with administrators and teachers in developing gifted educational programs that mesh with the unique variables that were embodied in seeking aid. Eight regional centers were established with a center for Chicago and a center in fine arts to serve the whole state.

These ten centers were housed in a variety of facilities and most were limited to fewer than four rooms. The hosts for the centers were schools, Superintendents of Educational Service Regions, and colleges. Beyond housing the area service centers, most of the hosts provided support service for the technology of duplication. Because of the large territory served by the area service centers and because of the limited space of their facilities many of the area service center inservice activities were held at schools, motel conference rooms, and other facilities throughout the region.

The staffing of area service centers is bound by guidelines established by the state. Area service center personnel had a variety of requirements including experience in the education of gifted children and an administrative-supervisory certificate. Each center was headed by a Director with a staff of two assistants and a support staff of a single secretary.

The State Educational Agency provided the basic financial support for the area service centers and only small registration fees and substitute monies were required from Local Educational Agencies. To a large degree,

the Local Educational Agencies were reimbursed for these inservice expenses by voluntarily participating in the reimbursement phase of the Illinois Gifted Program.

In England, the teachers' center emerged as a support structure for open education concepts during the 1960's. One origin of the teachers' center experience was as a support agency for the Nuffield Mathematics Project -- a broadly based curriculum development project in which teachers' centers provided a field test element for the project. Another pillar were elements of the Schools Council working papers dealing with a variety of topics related to educational improvement. Working Paper Number 10, produced by the Schools Council, supported the teachers' center concept (Kahn, 1973, p. 67).

Teachers' centers proliferated as local agencies for the most part. Multiple centers serve urban areas. Rural areas were less well served. (National Union Teachers survey cited in Thornbury, 1973, pp. 40-41.) Some of the less populous areas were served on a rotation basis utilizing local schools' specialist accomodations. (Rosevere, 1973, p. 135.)

The urban center averaged seven rooms for facilities and rural centers utilized three rooms on the average and three quarters of the centers had separate buildings. In drawing up a set of specifications for a separate facility, the Homerton Center listed the following among other things:

1. An entry area where there would be a survey, place for social interaction, and an exhibition area;
2. A kitchen;
3. A buffet;
4. A library organized to include subject areas and materials;

5. A lecture room to accomodate 100 people;

6. Meeting rooms for groups of 30;

7. Workshop space large enough to allow work in progress to remain undisturbed;

8. Office space for the warden, deputy warden, and clerical staff;

9. Storage area;

10. Residential accomodations;

11. Creche facilities;

12. Parking space.

Time and again, teacher center reports stress technology for reproduction of materials including duplicating and lamenating (Beresford, no date, pp. 7-9).

The staff of the teacher centers -- wardens and deputy wardens -- have a variety of backgrounds, but typically they were teachers and head teachers. The terms of service have aroused some controversy in the past with remuneration at times amounting only to an honorarium. The status has improved in recent years and multi-year contracts with an increase in attendant status is common.

The teachers' centers are supported on a local basis or on a cooperative base throughout England. Budgets include basic support for the operation and maintenance of the centers and support for substitute salaries to help provide for released time for those attending the centers' functions.

The comparison of facilities, staffing, and funding between area service centers and teachers' centers indicate some vital differences with strengths and weaknesses on both sides.

In contrast to the regional nature of the Illinois Area Service Centers, teachers' centers are much more locally based. A teachers'

center newsletter sent out the call: "We are now at the planning stage and should welcome requests from individuals or groups." (Newsletter, 1972, p. 3.) And although the service of the area service center was ideally to be responsive to local variables, there was a reliance in the initial stages on regional, multi-district workshops that avoided wrestling with local constraints. This approach in-part was necessitated by the annual submission to the state of a proposal for funding by the area service center. Delineation and itemization of activities that far in advance reduce some of the potential for responsive operations. As a means of making the area service centers more responsive to teachers' needs, several of the centers utilize a needs assessment process. In addition, each of the centers review their activities with evaluative feedback processes. One center instituted a postcard sampling process that brought quick turnaround of replies allowing modification of procedures and adaptation of plans.

An old pitfall in education is that administrators have little awareness of what the realities of the classroom are. This may be a shortcoming of inservice agents too. Both teachers' center personnel and area service center personnel typically have classroom experience in their background. In addition, both teachers' centers and area service centers utilize current classroom teachers to present inservice training. In the case of the teachers' center, it seems to have been part of the design from the outset. The warden orchestrates the teachers' center activities incorporating the diverse teacher resources available. In the case of the area service center, it has often been added as a by-product of the training provided by the centers. As teachers gained skill, proficiency, and experience with area service center offerings, they could be used in place of center staff to conduct area service

center style activities. This developing relationship was mutually beneficial in a variety of ways. The centers could expand their repertoire of offerings and the teacher gained in status.

A note of qualification should be added, however, area service centers often utilize "experts" and "consultants" to a large degree. In fact, many of the larger workshop arrangements made under the auspice of the centers feature a recognized specialist or expert.

The impression that the impact of the area service center is supported by state funds is true to a large degree. The inter-relationship of funds to provide teachers released time for inservice activities and the attendance of teachers at area service center workshops has not been closely examined but indications are that it is important. The British experience also points to the necessity of having substitute teachers available to allow released time (Thornbury, 1973, p. 30, Rosevere, 1973, p. 134). However, in contrast to the centralized state funding for the area service center and gifted reimbursement*, teachers' centers rely to a great extent on local or cooperative funds.

A variety of funding patterns are apparent in teachers' centers emerging in the United States. Federal Title I funds were combined with other grants in Philadelphia (Silberman, 1971); the National Education Association plans to aid four centers; and local efforts in Illinois have utilized Title III funds. Substantial external support for the

* The Illinois gifted program is voluntary and not mandatory for school districts; any school district in the state is eligible to submit a proposal requesting reimbursement funds from the state office. Although school districts are allowed wide latitude in spending funds, the monies may not be used to pay teachers' salaries. The distribution formula takes account of the wealth of the district and the number of gifted pupils being served. Since only very limited funds are ever available to a school district for a gifted program, the monies were always to be put to use for developing and improving the new educational services for gifted children.

development of local teachers' centers. In this era of tight money, topped off with inflationary crunch on budgetary considerations, local education agencies would find it difficult to support teachers' centers entirely locally.

Function: Once the Bones Are Covered, What Does it Do?

The area service center was just one part of the Illinois Gifted Program. The scope of the state supported program is summarized in the "theory of the interrelated components":

> Experimental projects were funded to lay the groundwork for the Area Service Center and training components as they worked with teachers who were preparing to work in gifted reimbursement programs or who were already there. Training projects were to develop a few knowledgeable gifted program advocates in reimbursement and area service center projects as well as state staff. Area service centers' projects were to work with teachers and administrators of gifted reimbursement programs in local district schools in order to develop gifted programs that would suit the needs of that particular school. The reimbursement projects are the eventual consumer of the other components.... (Annual Gifted Program Evaluation, 1972-1973, p. 16).

In working with teachers and administrators, the "Rationale and Guidelines for Submission of Area Service Center Proposals state that:

> the Area Service Center organization is patterned upon a recognized model for creating change. The functions performed by the center should provide for a full sequence of a change model, ranging from initial awareness to institutionalization. (Guidelines, p. 3.)

The functions of the area service centers provide a range of inservice training from, curriculum development and program development, through evaluation assistance. These functions provide awareness of giftedness, identification procedures, and teaching methods. The means of delivering service utilized by the area service centers include summer institutes, workshops on regional and local basis, demonstrations, materials distribution, including newsletters and consultant relationships.

The literature depicting teachers' centers of England indicate that a basic element in the functional development of centers is the existence of a few identifiable basic principles that serve as a guide*:

1. The center is to be viewed as an island of neutrality.
2. The center is to be responsive to teachers' needs.
3. The center is to seem as run by and for teachers.
4. Curriculum development takes precedence over inservice training.
5. The centers are to operate in ways consistent with the practices and assumptions they intend to promote.
6. Groups sponsored by the center are to be work-oriented and view themselves as producing an end product.
7. The centers' product focus is on materials for students to learn with not for teachers to teach with.

Guided by these principles, teachers' centers aim to foster curriculum development whose curriculum is defined broadly as to refer to the entire range of a child's learning experience where this can be enriched by adults. This focus is to provide an understanding of learning processes commonly engaged in by adult and child. Involvement in working through learning situations is to provide a greater responsiveness to the learning

* Robert Boguslaw (1965) indicates that one organizational process that is apparent in Utopian literature is what he calls a heuristic approach. In this the ideal society must operate in consonance with established principles. "The reader should be warned that this is not the currently legitimate dictionary connotation of the word 'heuristic'. The dictionary will tell you that heuristic is a adjective meaning to discover or to stimulate investigation. But it is really much more than a nondiscript adjective. (Indeed we shall repeatedly use it as a noun as well as an adjective in the following pages). Its contemporary connotation in the data processing field is attributable to the efforts of Allen Newell, J. C. Shaw, and Herbert A. Simon, who call their truly creative innovations in computer programming techniques "hueristic programming'. These techniques are designed to facilitate higher order problem solving by computer in such areas as logic and chess. Basic to these techniques, is the use of operationally stated action principles providing directions to a computer faced with an unanalyzed or unanticipated situation." (Page 13.)

opportunities that develop in the classroom. The mainstay delivery mechanism for the inservice education of teachers is the workshop course. These are part of a spectrum ranging from maintaining up-to-date notices of courses, lectures, and events, publishing newsletters and even journals, housing exhibitions of books and equipment, facilitation by linking people with people through sponsoring discussion and study groups. Teachers' centers provide such support as materials which can be charged to schools, audio-visual aids, library facilities, and reprographic technology.

The differences apparent in the general descriptions above, of course, are going to be great in individual cases and small in others. One area service center summer workshop contained many elements compatible with the principles enumerated above. (See Program Assessment and Evaluation, 1973, pp. 198-205.)

1. This workshop was held in a junior high school of a district in which a majority of participants were not employed. The area service center personnel sponsoring the workshop did not have supervisory relationship to the participants.

2. Although the module type framework for the workshop was well planned, opportunity for flexibility was built in as participants were facilitated in initiating, organizing and conducting modules.

3. Organization and presentation of the workshop included presenters who were classroom teachers.

4. Groups of teachers from the same schools worked together in preparation of materials and methods for aspects of their classes.

5. Many of the module activities were hands on experiences -- involvement in the processes to be engaged in by their students.

6. One particular aspect of the workshop was a materials production workshop where, as one participant expressed it, they were to "Develop..., develop..., develop...materials." (Cited in Program Assessment and Evaluation, 1973 p. 203.)

7. The product focus, as contrasted to the teachers' center ideal, was focused on teaching materials.

The greatest divergence of many of the Illinois Area Service Centers from teacher centers is in the aspect of being a teachers' (note the apostrophy) center, and in the focus on global aspects of learning rather than teaching per se. Needs assessments can provide input but the inclusion of teachers as an element in planning sufficiently to require the apostrophy may not result from that process. Responsiveness, as pointed out earlier, is limited for the area service centers in part due to the requirements imposed upon them by the proposal requirements of the state. The limitations can, however, be overcome. At least one area service center has instituted a teacher advisory board to help provide direction to their operation. Teachers' centers focus on children and the nature of learning.

It is even the case that the English centers may not all live up to the apostrophy. Thornbury (1973) cited one critic who claimed, "You would also have to admit that so far from being places of the teacher's own, teachers' centers have been virtually taken over by the local education authority inspectorate without whose permission neither the warden nor the committee of teachers and stool pidgeons dares to make a move." (p. 27) Indeed, examination of several Title III proposals suggests that teachers' center concepts are footholds for administratively depicted needs. Perhaps a reality of the power of sign off. The proposed network of centers to be supported by the National Education Association on the other hand has teacher initiation build it -- the principle institutionalized.

The measure of worth of teachers' centers, according to wardens, is not how many teachers walk through your doors, but what happens in the

classroom. The warden of Burnley center speculated, "We can work on curriculum reform within the local teachers' centre setting, but if we are to change the schools, then it is within the total setting of the school where we must work." (Greenwood, 1973, p. 108.) This trend has been explored in the Illinois Gifted Program. The operations of the area service centers were conceived of originally to free the inservice aspects of the Illinois Gifted Program from place bound demonstration centers. Demonstration sites constrained mobility, limiting follow-up and limiting the extent of impact. Visitors to demonstration centers generally had good feelings about what they had seen, but adoption, adaption, and implementation was low. (Kerins et al, 1970.) From this evaluation came the area service center. Area service centers have proven to be much less place bound, providing workshops and activities in a variety of settings. However, actual work within local school settings as follow-up and aids has been limited. An experimental project funded in 1972 by the Illinois Gifted Program and directed by Dr. Lillian Katz at the University of Illinois examined an advisory model of inservice education. This model included consultants who had a circuit of schools that they visited on a regular interval basis. The consultants worked with teachers <u>in situ</u> providing advice, demonstration, and other support in the teacher's own environment. The advisory experience was an important venture in the diplomacy of a change agent. (Morpurgo, 1973, Greenwood, 1973, p. 94) reports teacher center activity that reflects a philosophy similar to that of the Advisory Model. "In general, I would say that I spent the majority of my time getting out to schools and being with people in the 'real' situation, where it all takes place, and where ultimately the success of a centre can be measures."

The advisory model was not without drawbacks. As employed in the experiment, the model had limitations. The advisory model was a guest, without contractual obligations to a local district and any "heat" arising from change would fall most heavily on the contracted teacher. Evans (1971) in reviewing teachers' centers, speculated about similar problems that may arise from the conflict of change stimulated by teachers' centers and the teachers school environment. Administrators who were manipulators used and abused situations involving the advisor for their own purposes. From this, methods of disengagement became an issue -- "What are the ethics of such a situation?" In spite of the difficulties encountered, the advisory approach was a promising exploration that may have application to inservice education approaches.

Clientele: The Lifes' Blood of Change

The majority of the clientele of area service centers in Illinois are teachers. Teachers are both primary and secondary in level and deal with a wide range of subject matter. In the 1972 academic year, the Skokie Fine Arts Service Center provided statewide support services for other area service centers insuring that teachers of the arts would have access to expertise that would serve their needs. In addition, many area service center activities include modules for reimbursement directors -- those schools personnel whose responsibility it is to prepare proposals, and reports to meet state requirements for reimbursed funding of local Gifted programs. Other administrators are not typical clients. It was not hard to find among comments of the teachers at one of the 1973 summer institutes the identification of administrators as constraints to change: "I wonder what would happen if our superintendent could come to the institute -- might he change his mind set?" and "I wish I had a cooperative

administrator...." (Cited by Program Assessment and Evaluation, 1973, p. 203) School counselors are also infrequent clients. The state guidlines for area service centers also suggest that parents and citizens in general are legitimate targets of educational activities. To date, these targets have not been touched in any significant way.

This proportion varies from one area service center to another. In fact, one area service center has as its major target population, school principals and superintendents based on the premise that lasting change requires a supportive environment only possible with administrative support.

The British teachers' centers focus on teachers as the basic element in change. Indeed, the British schools designate the teacher as being responsible for curriculum. Workshops and education on a broader scale also takes place: "We have had one recent request for a weekend conference on the various roles of Head Teachers, Deputy Heads of Departments with regard to curriculum change...." (Newsletter, 1972, p. 3) Beyond the educational system, parents can also be targets of centers as reported by Evans (1971, pp.54-55). "An experimental Education Shop was set up in a store in Ipswich England in October, 1965, to offer educational advice to parents' whose apparent lack of interest in their children's schooling might well be largely due to a reluctance to take up problems formally at a school or at the local authority office."

The scope of clientele in the British centers has raised some issue. There is almost a universal lack of involvement of secondary teachers -- an issue complicated by status (Thornbury, 1973, p. 157). Due to the broad base of gifted reimbursement funds in Illinois providing support for substitutes and a lack of major status issues, secondary and primary teachers participate in area service center programs. Although judgemental

comments from area service center clients indicate that all levels are not necessarily equally well served -- "...I would like to see more materials focused on levels above primary and middle grades..." (Cited in Annual Gifted Program Evaluation Report, p. 200) -- the center Directors, personnel and consultants have a variety of backgrounds and the proportion of service balances out over time to reach both primary and secondary levels.

Kerins, et al (1974) and an experimental project funded by the Illinois Gifted Program and directed by Dr. Ernest House at the University of Illinois (1973) suggest that there is a limit to the clientele available for change in schools. This may be true even where administrators allow environments condusive to change. Further, Spodek and Manolakes (1972) characterized the individual and change to be like an onion with external layers that could be peeled off without great effort, yet with the interior difficult to reach. Changing teachers through inservice confronts that inner core as a constraint. What may appear to be the success of teachers' centers and area service centers may in fact be like skimming the cream off the top of the milk. Teachers receptive to change for a variety of reasons -- dissatisfaction, upward ambition, or concern for children -- provide a receptive clientele. "The free service which they offer for the continued personel-professional growth of teachers....is not directed exclusively or even primarily at 'problem' teachers. There is no attempt to restrict the use of the centers to those individuals for whom its 'usefulness' can be documented." (Evans, 1971, pp. 21-22) This originally was directed as a comment about British teachers' centers, but there is no reason why this would not also apply to area service centers.

In addition, some changes taking place are like sloughing off a few outer layers without touching the core of practices. In observing teachers attending an area service center summer institute, it was observed that some teachers complained that they did not want to waste time on philosophy or rationale, but they would rather have specific activities to use in class. The onion layers may represent varieties of change. Outer layers representing the adoption of new activities into a familiar context, inner layers representing changes in attitudes and values with a central core representing the systems of values held by the individual. A determination of the varieties of change taking place via the teachers' centers and inservice agencies emerging from that concept would provide an informative study of clientele. Many of the area service centers operate on the premise that significant changes take place only when attitudes and values have changed. Values clarification training for teachers is, then, not to be directed only at students but also the teachers themselves. Teacher initiated training provides some shortcut to effecting change.

Both teachers' centers and area service centers clientele are restricted during school hours by the nature of the local schools substitute policy. Teachers' centers often support substitute arrangements both financially and by providing the service to the schools. Area service centers do not directly facilitate substitutes for local schools, however, the schools participating in the reimbursement aspect of the Illinois Gifted Program are allowed to allocate funds for substitutes.

This dependence of centers on substitute arrangements is a constraint to be seriously considered. In the Illinois Gifted Program, replies to a survey by administrators contained such comments as "...it is difficult to have staff plan for participation in workshops and release them

to have staff plan for participation in workshops and release them during the week while schools are in session." (Program Assessment and Evaluation, 1973 p. 123.)

In the Illinois Gifted Program, the possibility of using a gifted resource teacher or providing for activities involving several classes have been explored to provide free time for teacher training.

End of the day arrangements at locations close to where the teachers are located, are found to be satisfactory for local inservice processes. More over, work with teachers within their school environments during the school day as in the advisory model reduces the need for substitute arrangements, yet, increases the cost of training per effect.

Reference Points for Examining Teacher's Centers and Area Service Centers

Ideally, a criteria for examining teacher inservice should be based on effect -- does change occur?

Both teachers' centers and area service centers have been suggested to be effective agents of teacher inservice education. Yet the nature of teacher populations may be such that to bring about changes representing exterior onion-like layers is not at all that difficult. Further, a basic portion of a teacher population may be readily available for change. Again, providing a stituation in which it is not at all difficult to effect some change. From the literature reviewed, it does not appear that "difficult cases" or "problem teachers" are typical clients. What is an effective means of inservice touching the "inner core" and "problem teachers?" The answer is not apparent at this time in these institutions.

Change through centers is facilitated by the "island of neutrality" concept. Are centers operated in a way that provides a neutral meeting ground for teacher inservice?

A variety of elements comprise this neutrality. Teachers' centers and area service centers both are staffed by personnel who do not have supervisory functions in respect to the clients. Both often utilize settings other than the client's schools. This aspect of "neutrality" leads to the requirement of substitute teachers. It also provides a factor in self-selection of clients as teachers reflect on the preparation of lesson plans for substitutes and the "loss" of time in "covering" information (secondary teachers particularly respond to these factors). Alternatives to "island of neutrality" may include the "advisory" model. This, of course is expensive in providing inservice education to large numbers of clients. Yet the neutrality of personnel is preserved. "Advisors" would not present a threat as supervisors or other regular school staff might.

As both the British teachers' centers and the Illinois Area Service Centers provide at least a portion of the "neutrality" future evolutionary phases of inservice would do well to follow the example.

Change through the centers if facilitated by the implementation of the concept that centers are run for and by teachers. The staff of both teachers' centers and area service centers were often former teachers. The responsiveness to the needs of teachers of the British teachers' centers exceeds that of the Illinois Gifted Program Area Service Centers. Criteria utilized in judging this type of teacher inservice institution need to reflect this principle.

Centers should implement the principles of learning they represent in the inservice they provide for teachers. British teachers' centers often embody Piagettian concepts; they hold the tenet that learners learn from each other; they include the principle that inservice and education should allow the participants time, space and materials to

produce a product. Illinois area service centers provide aspects similar to some but not all of the principles. In that they are less than the British teachers' centers. The area service centers strategy and tactics of inservice often embody the concepts they intend to have teachers implement. A favorite topic is creativity and area service centers implement concepts from Guilford, Torrence, Getzels, and Jackson. Creativity as an organizing principle often is implemented in workshop arrangements as is hoped it would be in a classroom. Yet, the "workshop" conditions including time, materials, and space and seeking to develop a "product" are infrequent in area service center activities.

Involvement in processes as a means of facilitating change aims at deeper onion layers than teaching a new tactic or introducing a new material. In this, teachers' centers seem to have an edge on area service centers.

The area service center in having contact with at least a newly created administrative level (Reimbursement Director) has access to an inhouse advocate of change (House, 1970). The inhouse advocate is, in many cases, able to support the activities of teachers interested in change. With the administrator setting the tone and stage for change, a criteria related to eliciting support for change among Local Educational Agency administrators is a necessity in the United States.

As change institutions, teachers' centers and area service centers have a great deal in common. However, those distinctions that exist are significant due to philosophy, structure, and cultural context. Yet, from this comparison, areas suggested to be a foundation for evaluative criteria, may suggest alternative inservice systems that in the future will provide effective tactics, strategies, and institituions.

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